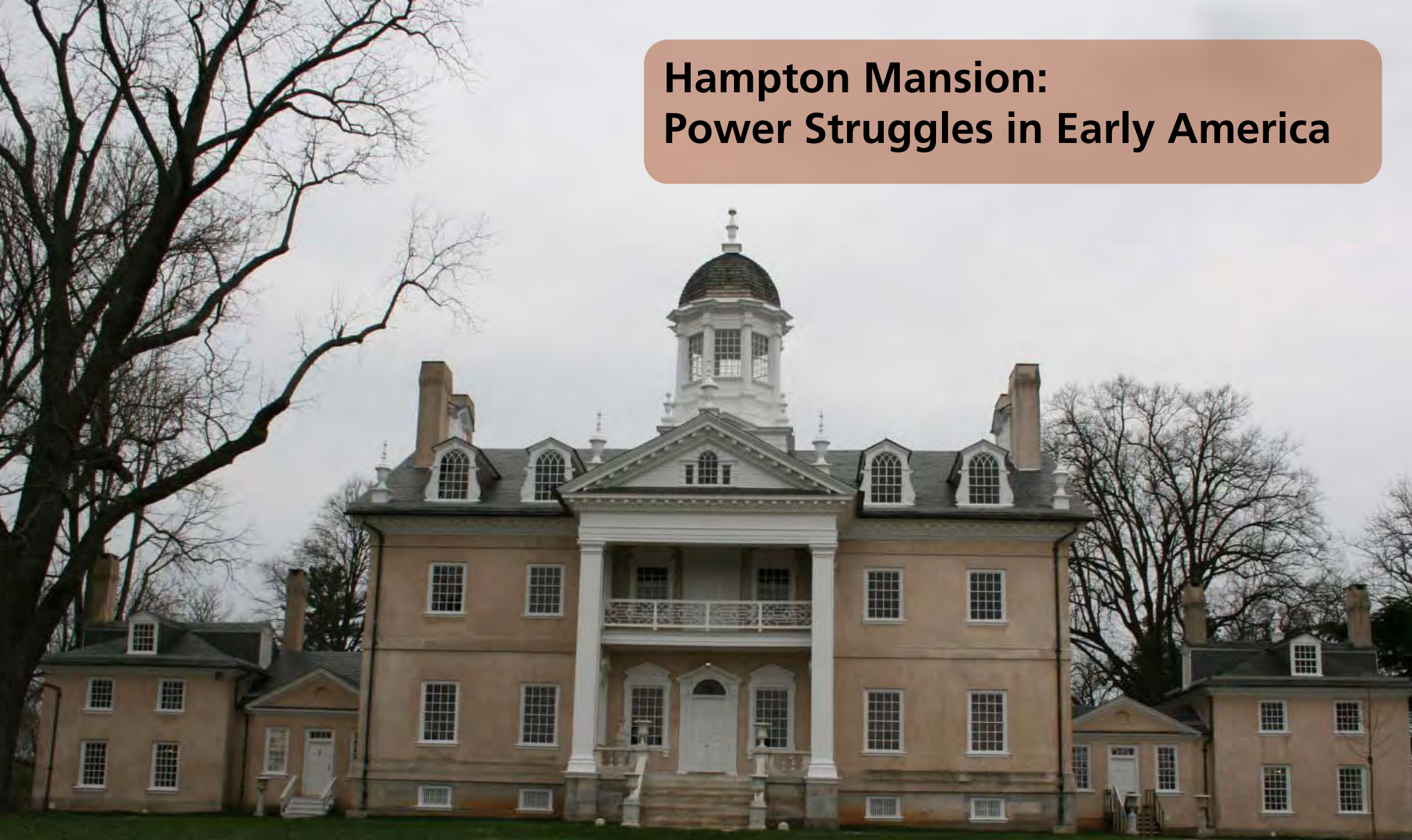


# Hampton Mansion: Power Struggles in Early America



On Site

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# Hampton Mansion: Power Struggles in Early America

National Park Service  
U.S. Department of the Interior

Hampton National Historic Site



In 1790, Hampton Mansion was the largest house in the United States today it tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. How did the residents of Hampton Estate establish, express, and contest power?

This curriculum-based lesson plan is one in a thematic set on the Underground Railroad using lessons from other National Parks. Also are:

[New Bedford Whaling National Historical Park](#)  
Finding Freedom in New Bedford

To print individual documents in this set right click the name in the bookmark on left and select print pages.

Included in this lesson are several pages of supporting material. To help identify these pages the following icons may be used:



To indicate a Primary Source page



To indicate a Secondary Source page



To Indicate a Student handout



To indicate a Teacher resource



[Hampton National Historic Site](#) tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. It is also the story of the economic, legal, and moral changes that made Hampton’s way of life obsolete.

When it was finished in 1790, Hampton Mansion was the largest house in the United States. Set among beautifully landscaped grounds and gardens, it remains a showplace today.

### Enduring

### Understanding

People derive power from multiple sources and express it in a variety of ways. The balance of that power is repeatedly contested and always shifting.

### Essential Question

How did the residents of Hampton Estate establish, express, and contest power?

#### Content

#### Objective/Outcomes

The students will:

- Describe the ways in which the residents of Hampton Estate established, expressed, and contested power.
- Identify and describe the social structures that existed at Hampton Estate.

#### Language

#### Objective/Outcomes

The students will:

- Demonstrate active listening skills and contribute relevant comments.
- Demonstrate critical thinking skills as they listen to, read, and discuss texts that present diversity in content, culture, and perspective.

## Teaching/Learning Sequence

Divide the classes into two groups. Distribute clipboards, primary source documents, and worksheets to each student. Provide each student with a pencil.

One group will remain at the mansion for the guided tour. They will follow Itinerary 1. The other group will walk to the farm area, a group of buildings down the hill and across the street. They will follow Itinerary 2. Student groups can eat bagged lunches on the grounds of the estate. In case of inclement weather, students can eat their lunches on the bus.

**Click for Itineraries**

### The Mansion:

Have students stand outside the mansion and record their observations. Students will leave their pencils and clipboards outside the mansion while the ranger leads the tour. Outside the mansion after the tour, students will record their observations on their charts .

### Farm Area:

Walk students to the *slave quarters* across the street from the Mansion. Use **extreme caution** while crossing the road.

Have students stand outside the slave quarters, observe their surroundings, and fill out their Guided Discovery Sheets.

Step inside the slave quarters and have students record their observations on their sheets.

Walk students to the *Overseer's House*.

Standing outside the Overseer's house, look up at the big house and then toward the slave quarters. Students should record their

observations on their sheets.

Step inside the Overseer's House. Half of the class will begin with the slave collar, and the other half of the class will begin in the back room, switching after 10 minutes.

Slave collar: Show children the slave collar. Ask them to record their observations. Have students try on the collar and record their observations and feelings.

Back room: Have children try on clothes, talk about social status, play games, and look at original sources—Dairy Ledger (a laminated poster on the wall) and Christmas Gift List (attached). Have students record their observations on their sheets.

Teachers should pick up a copy of the pamphlet “Who Answered Those Bells, Anyway?: A Brief Look at Slavery at Hampton,” found on the table inside the Overseer's House. Read the students the story of Lucy Jackson on page three.

Have the students view the letter from the lawyer Lucy Jackson hired to recover her personal items. Compare it to Eliza Ridgely's inventory of gifts from the Ridgelys to Lucy Jackson and her family (attachment).



## *The Power of Place*

### **Site Visit:**

Have you ever stood on the spot where some historical event occurred and felt a sense of awe and inspiration? This is the power of place you can experience when you visit a National Park. Historic places provide us with opportunities to connect with the lives of the generations before us. The power of place is that it gives history immediacy and relevance. As historian David McCullough\* states, "When you stand there, in that very real, authentic place, you feel the presence of that other time, that history in a way that would be impossible did it not exist."

\* From "History Lost and Found," *Journal of the National Historic Trust for Preservation*. Winter, 2002.

### **Plan your visit**

**Contact Hampton Estate at 410-823-1309 to arrange for class visits. Hampton National Historic Site can accommodate two classes in one day.**

**Chaperones:** Please arrange for a minimum of three adults for every 10 students.

**Lunches:** Students should bring all-disposable lunches. Groups may eat lunch on the Hampton grounds or, in inclement weather, on the bus. Please remind students to be diligent with trash pick-up.

**What to wear:** All tours require some outside activity. Students should dress appropriately for the weather. The grounds of Hampton NHS are historic and therefore present uneven walking surfaces. Please have students wear sturdy shoes—and watch out for animal holes along the way! Students should leave all backpacks/bags at school, as they are not allowed inside the mansion house.

***\*\*Please assemble a packet of primary documents, worksheets, and questions for each student prior to visiting the mansion.*** Clipboards will be provided at Hampton Estate for students to participate in guided inquiry. We suggest you give chaperones the itinerary, map, and Guided Discovery Sheet Answer Key.

## Connections to Curriculum Standards:

### *Social Studies*

#### SOCIAL STUDIES

Content Standard: Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Content Standard: Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.

6.0 Content Standard: Social Skills and Processes: Students shall use reading, writing and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

### *Reading/ English Language Arts*

#### READING/ELA

Standard 2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Standard 6.0 Listening: Students will demonstrate listening to learn, process, and analyze information.



## Itineraries for Hampton National Historic Site

9:30 a.m.-2:00 p.m.

Divide the group into two classes. Distribute clipboards, pencils, and worksheets to each group.

### Itinerary 1:

9:30-9:45	Arrival and introduction to the entire class in front of the mansion
9:50-10:50	Tour mansion with park ranger (This includes time for a question and answer session with the park ranger.)
10:50-11:00	Bathroom break
11:00-11:20	Visit the cemetery
11:30-12:00	Lunch/snack (If nice, eat on the lawn in front of mansion. If rainy, eat on the bus.)
12:00-12:15	Travel to the farm area (use extreme caution when crossing the road!) Visit the stables along your way.
12:15-1:30	Farm Area Activities In the farm area, you will visit the following places: 1. Slave quarters (20 minutes at each site and 5 minutes to travel to site) 2. Overseer's house 3. Spring House
1:30-1:45	Walk back to the mansion; take bathroom break if necessary.
1:45-2:00	Conclusion with entire class in front of the mansion
2:00	Travel to buses

### Itinerary 2:

9:30-9:45	Arrival and introduction to the entire class in front of the mansion
9:45-10:00	Travel to the farm area (Use extreme caution when crossing the road!) Visit the stables along your way.
10:00-11:20	Farm Area Activities In the farm area, you will visit the following places: 1. Slave quarters (20 minutes at each site and 5 minutes to travel to site) 2. Overseer's house 3. Spring House
11:20-11:30	Walk back to the mansion/bathroom break
11:30-12:00	Lunch/snack (If nice, eat on the lawn in front of mansion. If rainy, eat on the bus.)
12:10-1:10	Tour mansion with park ranger (This includes time for a question-and-answer session with the park ranger.)
1:10-1:20	Bathroom break
1:20-1:40	Cemetery visit
1:45-2:00	Return to the front of the mansion for a conclusion with entire class
2:00	Travel to buses



(The following letter is typed just as it was written. Its source is Md. His Soc. MS 1127, Microfilm M 4450, box 2)

Washington, D.C. Apr 13<sup>th</sup> 1866  
Mr. John Ridgely, of Hampton near Towson Town Md

Sir, I am engaged by Lucy Jackson (formerly of your place & a slave; until freed by Decree of your state.) as her counsel, to ask, demand & if needs be to sue for & obtain possession of the following named Artlces – To Wit. 2 common Bed steads, 1 Feather Bed, a straw Tick, 2 Feather Bolsters, 6 Woolen Blankets, 4 Pairs Cotton Sheets, 4 Towels, 3 Pairs of New Gaiter Boots, 3 pairs of Morocco Shoes, 2 Pairs of common Shoes, 6 Plates, 6 Tunblers, 6 Bowls, 1 new umberella, 1 Tin Wash Bason, 1 Water Bucket, 1 Broom, ½ bushel dried Apples, 2 lbs. Tea, 1 lb. of Chocolate, 6 common Dresses, 9 good Dresses, 4 Silk Dresses, 2 Silk Jerzies (?), 6 White Peticots, 4 Night Dresses, 2 6 Chemese, 6 Pairs of Drawers, 9 Head Cloths, 6 Pocket Handkerchiefs, 24 Yds. New Cotton Cloth, 3 Shawls, 1 Rapper, Furrs & Muff, 2 new calico Dress Patterns, 10 lbs. Soap, 3 lbs. Starch, 4 Bonnetts, 2 Trunks, 6 Pairs of White Lace Sleeves, 3 Inside Bosoms, 4 Pairs of White silk Hoes, 5 Pairs of White Cotton Hoes, 1 Parasaul, 1 Pair Black silk Mitts, Sack, 2 Quilts & Other articles of Great Value.

All, of Nearly all of the above, having been brought by her (Lucy's) free Husband. I hope therefore Sir, you will do me the favor to answer this note & say wheather you will or not deliver the above names Goods & Chattles, the Property of the said Lucy Jackson, as above, into my hands with [sic] delay, & thus avoid any recourse to Law, or Military interfereance in the case; which will be the absolute result of your Refusal. I do not make use of the above statement, with a View of either intimidation or force of any kind. I only wish you to know that should you refuse to deliver up the said goods as above names; that any and every Lawfull means will be resorted to for their recovery or their worth in money or effects.

Hoping to hear from you ina few days Believe me I have the honor to be your Most Obedient & Humble Servant,

Wm Boyd

**The former Hoyt Papers, now Ridgely Papers Supplement, at Md HS, contain a reply to the above letter. In it, John Ridgely writes that Lucy fled but he did not track her down, although he knew where she was. He also writes that other servants absorbed whatever she had left behind.  
[based on notation by kl, 2000]**

(The following entry takes up a page in “Eliza E. R. Ridgely’s Book, 1835-1854,” in MdHistSoc Ms 691, Box 30. At the top, in a later hand” is written “Lucy Jackson the housekeeper only had 1 child Henry, so says Nancy David 1894 – not Lucy cook.” The material was recorded by Kim Wilcox, Goucher intern at Hampton, 1996.)

### Lucy and Her Child

July [1838]	Given to the child – 1 sheet, 4 shirts, 4 slips, 2 flannel petticoats, 3 cotton Petticoats
Sept 12	1 pair choes, 2 course aprons, 2 white aprons, 2 blankets, 2 sheets
Oct 30	Ms. R – black, calico dress, 2 pr stockings
Nov 10	2 handkerchiefs, 1 domestic white flannel petticoat
Nov 20	1 pr shoes
Dec 1	1 linsey dress
Mar 1839	2 chemises, 2 aprons coarse
June	1 dress / child 2 shirts 2 dresses
Oct	2 handkerchiefs, 1 twilled stuff dress / child 2 frocks, 2 flannel Petticoats
Jan 1840	1 blanket, 2 aprons
March	2 dresses of blue calico & 2 shirts
March 12	child 2 dresses 2 shirts, 1 apron check
Sept	2 pr stockings ? cotton
Nov	1 pr yarn stockings, 2 aprons, cotton ?, 1 black stuff dress, a flannel Petticoat
Dec	child 2 dresses & 2 flannel Petticoats
April [1841]	2 coarse aprons
June 1841	2 dresses, 2 shirts, 2 handkerchiefs, 2 pr stockings Child – 2 shirts & 2 dresses
Sept	5 yds of cotton for short gown, 2 flannel jackets
Nov	1 comforter – child 2 linsey frocks, 2 shirts, muslin dress, 1 pr new ? Stockings & 1 shawl
Feb [1842]	a pair of shoes
May	2 frocks & 2 handkerchiefs



## Food Preservation Techniques in Colonial Times

In the eighteenth century, fresh foods were not available throughout the entire year. Therefore, food preservation was essential to provide variety in a family's diet and meet nutritional needs. All cooks had to learn food preservation techniques.

Meats that were salted, smoked, and stored provided a family with sustenance through the winter months. Fruits and vegetables were also preserved and stored in sufficient quantities to last the winter. Fruits were made into jams, jellies, and preserves, and a variety of vegetables were pickled with salt and vinegar. Some fruits, vegetables and meats were also preserved by drying.

### **The Spring House (Dairy):**

The Ridgely family was proud of its many dairy cows. The geography of the land determined the placement of the dairy at Hampton. Milk, butter, and cream needed to be stored at about fifty degrees. How did people keep food cool during a southern summer with no electricity? At Hampton and many other plantations, the answer was to divert a natural, cool spring to flow directly into a trench around the inner walls of the building. The water flowed continually through the building, keeping the temperature cool enough to store dairy products.

### **Corn Cribs:**

A corncrib is a structure used to dry and store corn for animal feed. Corn cribs usually have slatted walls that allow air to circulate around the corn, helping it to stay dry and free of rot. Because the slats expose the corn to pests, corncribs are usually elevated beyond the reach of rodents. Corn cribs may also be made out of concrete elevated above the ground, with grates allowing for air circulation.

## Student Resource – Christmas Gift List

			Christmas Gifts of the Colored Children			Alice and Agnes my 2 first protégés died during			
			of Hampton given by E. Ridgely			my absense in Europe. Emily, my third, was born in 1848			
Years	1841	1832	1843	1844	1845	1845	1848	1849	1850
Harriet Davis	A doll	A doll	Too old to receive toys		Nathan Hawkins	A chocolate	A saddle horse	Little Noah's ark	Tin bucket & cup
Hester Baker	Doll's room	A doll	Churn & A doll	A doll	The 3 Pratts, Lewis Davis & Jim Gully,		A mewing cat	A horse	Little Noah's ark
Ellen Davis	A chair & a doll	box of cups & saucers	A Boy doll	A doll	being too old for toys		A little doll in her cradle	A doll	Tin coffee pot
Augustus Gibbs	A harmonica	From bad behavior put out of the house			are left out since 1845		A little doll	Table & two chairs	a little doll
Joe Pratt	Tin soldier on horseback	Bag of marbles	A trumpet	A drum	In 1848 Emily Davis takes her place		A china mug with her name	Little doll	Little tin cup
Caroline Pratt	A book case	A doll	box of cups and saucers	A doll	Noah's ark			Little doll	Little tin cup
Lewis Davis	Tin Drummer	A trumpet	A drum	Box of Ninepins	A whip				
Eliza Wells	A doll	Not to receive any gift	Indian pipe	Box of cows	A cabinet				
Amanda Wells	A doll	apprenticed to Mrs. Wilkins	Cradle & doll	Cups & saucers	A doll				
Jim Gully	Leaden goat	A drum	Man & horse	A trumpet	A whip				
Jim Pratt	Leaden piper	Bag of marbles	A trumpet	A horseman	A sword				
Alfred Harris	Tin trumpeter	Bag of marbles	A trumpet	A drum	Ninepins		A little comfort		
Maria Hazard ??	A tin woman	Cups & sauchers	A doll	geese & keeper	A doll		Wooden dinner set	A doll	an apron
Anne Davis	Tin chickencock	A doll	A village & a basket	A rabbit	A doll		Little shawl	A worsted cap	A doll
Mary Humphreys		A village	A doll	geese & keeper	A doll		A comfort	Box of bottles	Collar ribbon & picture book
Priscilla James	Little bed & doll	A doll	Cups & saucers	A doll	A pitcher		A doll	Tin cup & plates	A doll



# Christmas Gift List



Harriet Harris	Cradle & _____	A doll	A doll	Box of sheep	A doll		Box of furniture	A doll	Sugar bird & picture book
Caroline Davis		A doll	Man & donkey	Cups & saucers	A doll		Tin coffee pot and tea mugs and plates	A doll	Box of beads
Becky Posy	Chair & doll	Cups & sauchers	A doll	Duck on her nest	Doll in a cradle		A doll	Box of furniture	A doll
Tom Molly	Tin coach	A drum	A trumpet	A village	Noah's ark		Whip with whistle	Tin dragon	Sugar Bonaparte & picture book
George Humphrey		A trumpet	Tin toys	A horseman	Ninepins		A little comfort	farm yard	Sugar dove & picture book
Charley Burkingham		A trumpet	Tin toys	A drum	A sword		Whip with whistle	A village	Sugar squirrel & picture book
Bill Mathews		Barn & sheep	Soldier & horse	A trumpet	A sword		Cow & milker	A gift whip	Box of ninepins
Henny Jackson	A harmonica	Soldier on horse	A drum	Wooden rooster	Ninepins		Farmyard & sheep	A whistle whip	Sugar dog & picture book
Hilaise Humphreys		A doll	A doll	Cups & saucers	A pitcher		A doll	xxx doll in cradle & chair	A doll
Billy Davis		Soldier on horse	A trumpet	(Dead)					
Mary Posy			A tin cat	(Dead)					
Sarah L. Hawkins		A trumpet	Old woman in a rocking chair	A doll	Lying baby in a cradle		A doll	Tin milk bucket	A doll
Josh Horner				A trumpet	A trumpet		Cart & horse	Noah's Ark	Toy watch & chainin box
E. Jane Humphreys				A doll	Lying baby in a cradle		Little doll chairs & table	A doll	A glass pitcher
Daniel Toogood				A lion					

## **Student Handouts**

**To print this set of files right click on the Handouts item in the bookmarks on the left of the screen. This will allow you to print or extract(open) just these pages .**



## Elementary Guided Discovery Sheet

### Hampton Mansion National Historical Site: The Mansion

Directions: Answer the following three questions before you take the tour of the mansion.

1. Stand outside and look up at the Mansion House. Write down five descriptive words that explain what you, as a student today, see and feel as you look around.

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2. Imagine that you lived here as a Ridgely family member in the early 1800s. You are writing to a friend about your home. What are three words that you would use to describe Hampton Mansion?

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3. Now, look down at the Slave Quarters and the Overseer's House. Write down two things that the position and size of the mansion say about the power that you have as a member of the Ridgely family.

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*Note: Read the following questions before you go through the house, so that you will be able to answer them after the tour.*

Describe four objects that you saw in the house. Then, explain what each one tells you about how adults and children in families like the Ridgelys spent their free time.

#### Adults

Description of the Object:

What the Object Tells You:


#### Children

Description of the Object:

What the Object Tells You:




## Hampton Mansion National Historical Site: The Farm Area

<p>1. At each stop, describe the house and surrounding area by using as many descriptive words as you can.</p>	<p><u>Overseer's House:</u></p>	<p><u>Slave Quarters:</u></p>
<p>2. When you look uphill, what do you see? What does this view suggest about the social status of Hampton's workers, compared to the Ridgelys'?</p>		
<p>3. What does the placement of the buildings (mansion, overseer's house, slave quarters) suggest about these people's relationships with each other?</p>		
<p>4. Even though the overseer and slaves were not the most powerful people on the estate, how might they have shown their own power?</p>		
<p>5. At each location, write down one interesting object or activity that you don't see used or played today.</p>		



**Slave Quarters (outside)**

1. When you look uphill, what do you see?
2. Imagine you are a slave of the Ridgelys. How do you feel about living in the shadow of the “big house”?
3. Still imagining you are a slave, how do you feel about going off to the fields to work while the Ridgely children are playing up on the hill?

**Slave Quarters (inside)**

1. What might the challenges and benefits be of living in such a small space?
2. What does this building suggest about a slave’s social status compared to that of a free person?

**Overseer’s House (outside)**

1. What does the overseer’s house suggest about his role on the estate?
2. What was the overseer’s role, and what power did he have?

**Overseer’s House (inside—front room)**

1. Look at the metal object just inside the door. What do you think this was used for?



2. Try it on. How does wearing this make you feel?
3. Why would slaves do anything wrong, knowing they could be forced to wear this?
4. What do you think about these types of punishments?

**Overseer's House (inside—back room)**

1. Read Eliza Ridgely's Christmas Gift List. What are some examples of gifts given to slaves?
2. Why do you think Eliza or others would keep records of gifts given to slaves?
3. Some years, certain children did not receive Christmas gifts. Why not? (Look at Eliza's list.)

**Spring House: In the space below, write down your observations of the Spring House.**

1. What do you think the Spring House was used for?
2. What was the most interesting tool you noticed at the Spring House? Explain your choice.



## Elementary Guided Discovery Sheet—Answer Key Hampton Mansion National Historical Site: The Mansion

Directions: Answer the following three questions before you tour the mansion.

1. Stand outside and look up at the Mansion House. Write five descriptive words that explain what you, as a student today, see and feel as you look around.

*Massive, grand, powerful, wealthy, etc.*

2. Imagine that you lived here as a Ridgely family member in the early 1800s. You are writing to a friend about your home. What are three words that you would use to describe Hampton Mansion?

*Impressive, fancy, special, etc.*

3. Now, look down at the Slave Quarters and the Overseer's House. Write two things that the position and size of the mansion say about the power that you have as a member of the Ridgely family.

*The Ridgelys must be wealthy, because their house is large and elaborately designed.*

*The Ridgelys must have power over their workers, because their house overlooks the entire estate.*

**Note:** Read the following questions before you go through the house, so that you will be able to answer them after the tour.

Describe four objects you saw in the house. Then, explain what each one tells you about how adults and children in families like the Ridgelys spent their free time.

*Answers will vary*

### Adults

Description of the Object:

What the Object Tells You:

1.	1.
2.	2.

### Children

Description of the Object:

What the Object Tells You:

1.	1.
2.	2.

### Guided Discovery Sheet—Answer Key



## Hampton Mansion National Historical Site: The Farm Area

Directions: Answer the previous three questions before you tour the farm area.

1. At each stop, describe the house and surrounding area by using as many descriptive words as you can.	<b><u>Overseer's House:</u></b> (where overseer lived)  <i>Answers will vary.</i>	<b><u>Slave Quarters:</u></b> (where slaves lived)  <i>Answers will vary.</i>
2. When you look uphill, what do you see? What does this view suggest about the social status of Hampton's workers, compared to the Ridgelys'?	<i>There is a clear view of the mansion on the top of the hill. The Ridgelys, in turn, could easily look down and check on the overseer's activities at any time.</i>	<i>The Overseer's House is directly outside of the Slave Quarters. The Slave Quarters are also in clear sight of the Mansion. Slaves were at the bottom of Hampton's social structure within sight of all those above them.</i>
3. What does the placement of the buildings (mansion, overseer's house, slave quarters) suggest about these people's relationships with each other?	<i>The overseer has power over the slaves but is still accountable to the Ridgelys. His home is comfortable but his position is caught squarely between the master and his slaves.</i>	<i>Slaves are under the control of the overseer and the Ridgelys. There is no privacy or individual freedom.</i>
4. Even though the overseer and slaves were not the most powerful people on the estate, how might they have shown their own power?	<i>The overseer had authority over the slaves, etc.</i>	<i>Slaves were able to commit acts of defiance, such as feigning illness, running away, etc.</i>
5. At each location, write down one interesting object or activity that you don't see used or played today.	<i>Answers will vary.</i>	<i>Answers will vary.</i>

### Slave Quarters (outside)

#### 1. When you look uphill, what do you see?

##### *Mansion House*





2. Imagine you are a slave of the Ridgelys. How do you feel about living in the shadow of the “big house”? *answers will vary*

3. Still imagining you are a slave, how do you feel about going off to the fields to work while the Ridgely children are playing up on the hill? *answers will vary*

#### Slave Quarters (inside)

1. What might the challenges and benefits be of living in such a small space?

*answers will vary*

2. What does this building suggest about a slave’s social status compared to that of a free person?

*Low on social scale, not important, no power*

#### Overseer’s House (outside)

1. What does the overseer’s house suggest about his role on the estate?

*Less important than the Ridgely family, but more important than the slaves*

2. What was the overseer’s role, and what power did he have?

*Maintain control on the plantation, keep plantation running, keep slaves working*

#### Overseer’s House (inside—front room)



1. Look at the metal object just inside the door. What do you think this was used for?

*answers will vary*

2. Try it on. How does wearing this make you feel?

*answers will vary*

3. Why would slaves do anything wrong, knowing they could be forced to wear this?

*To try to gain some power in their lives*

4. What do you think about these types of punishments?

*answers will vary*

### Overseer's House (inside—back room)

1. Read Eliza Ridgely's Christmas Gift List. What are some examples of gifts given to slaves? *Doll, trumpet, drum, Noah's Ark*

2. Why do you think Eliza or others would keep records of gifts given to slaves?

*answers will vary*

3. Some years, certain children did not receive Christmas gifts. Why not? (Look at Eliza's list.)

*Bad behavior, apprenticed out, too old*

Spring House: In the space below, write your observations of the Spring House.

*answers will vary*

1. What was the Spring House used for?

*Food--primarily dairy products—was preserved there.*

2. What was the most interesting tool you noticed at the Spring House? Explain your choice.

*Answers will vary.*



## Guided Discovery Sheet

### Hampton Mansion National Historical Site: The Mansion

Directions: Answer the three questions before you take the tour of the mansion.

1. Stand outside and look up at the mansion. Describe its architectural style. How do you think this house compared in size and design to other homes in late 18<sup>th</sup>-century Towson? What conclusions can you draw about the Ridgely family?

2. Look down at the Slave Quarters and the Overseer's House. What do the position and size of the mansion say about the power relationships between the Ridgelys and those who worked at Hampton?

**Note:** Read the following questions before you go through the house so that you will be able to answer them after the tour.

Describe four objects you saw in the house. Then, explain what each one tells you about how adults and children in families like the Ridgelys spent their free time.

#### Adults

Description of the Object:

What the Object Tells You:

1.	1.
2.	2.

#### Children

Description of the Object:

What the Object Tells You:

1.	1.
2.	2.



## Hampton Mansion National Historical Site: The Farm Area

Directions: Answer the three questions before you tour the farm area.

1. At each stop, describe the house and surrounding area by using as many descriptive words as you can.	<u>Overseer's House:</u>	<u>Slave Quarters:</u>
2. When you look uphill, what do you see? What does this say about the social status of Hampton's workers compared to that of the Ridgelys?		
3. What does the structure suggest about the role of slaves and the overseer on the estate?		
4. Even though the overseer and slaves were not the most powerful people on the estate, how might they have shown their own power?		
5. Are these structures more or less livable than you expected them to be? Explain your response.		

Spring House:

1. What was the purpose of the Spring House? How did it work?

2. What was the most interesting tool you noticed at the Spring House? Explain your choice.



## High School Guided Discovery Sheet—Answer Key Hampton Mansion National Historical Site: The Mansion

Directions: Answer the three questions before you take the tour of the mansion.

1. Stand outside and look up at the mansion. Describe its architectural style. How do you think this house compared in size and design to other homes in late 18th-century Towson? What conclusions can you draw about the Ridgely family?

*Georgian/Neoclassical style, large, symmetrical, many windows, cupola, stone, pinkish, etc.*

*This house has more in common with stately English homes (such as Castle Howard) than the average Towson residence. The Ridgelys were an uncommonly wealthy and powerful family.*

2. Look down at the Slave Quarters and the Overseer's House from where you are. What do the position and size of the mansion say about the power relationships between the Ridgelys and those who worked at Hampton?

*The mansion is on a hill and overlooks the slave quarters and overseer's house. It is several times larger than any other home on the estate. The Ridgelys are in a position of authority over their workers. The people on the bottom of the hill are also at the bottom of the social structure.*

**Note:** Read the following questions before you go through the house so that you will be able to answer them after the tour.

Describe four objects you saw in the house. Then, explain what each one tells you about how adults and children in families like the Ridgelys spent their free time.

*Answers will vary.*

### Adults

Description of the Object:

What the Object Tells You:

1.	1.
2.	2.

### Children

---

Description of the Object:

What the Object Tells You:

1.	1.
2.	2.

## Guided Discovery Sheet

### Hampton Mansion National Historical Site: The Farm Area

: Answer the three questions before you tour the farm area.

1. At each stop, describe the house and surrounding area by using as many descriptive words as you can.	<p><u>Overseer's House:</u> (where overseer lived)</p> <p><i>Answers will vary</i></p>	<p><u>Slave Quarters:</u> (where slaves lived)</p> <p><i>Answers will vary</i></p>
2. When you look uphill, what do you see? What does this say about the social status of Hampton's workers compared to that of the Ridgelys?	<i>There is a clear view of the mansion on the top of the hill. The Ridgelys, in turn, could easily look down and check on the overseer's activities at any time.</i>	<i>The Overseer's House is directly outside of the Slave Quarters. The Slave Quarters are also in clear sight of the Mansion. Slaves were at the bottom of Hampton's social structure within sight of all those above them.</i>
3. What does the structure suggest about the role of slaves and the overseer on the estate?	<i>The overseer has power over the slaves but is still accountable to the Ridgelys. His home is comfortable but his position is caught squarely between the master and his slaves.</i>	<i>Slaves are under the control of the overseer and the Ridgelys. There is no privacy or individual freedom.</i>
4. Even though the overseer and slaves were not the most powerful people on the estate, how might they have shown their own power?	<i>The overseer had authority over the slaves, etc.</i>	<i>Slaves were able to commit acts of defiance, such as feigning illness, running away, etc.</i>
5. Are these structures more or less livable than you expected them to be? Explain your response.	<i>Answers will vary.</i>	<i>Answers will vary.</i>

Spring House:

1. What was the purpose of the Spring House? How did it work?

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*It acted like a refrigerator, preserving food. The cold running water of the spring kept temperatures within the stone structure cold.*

2. What was the most interesting tool you noticed at the Spring House? Explain your choice.

*Answers will vary.*

# Hampton Mansion: Power Struggles in Early America

National Park Service  
U.S. Department of the Interior

Hampton National Historic Site



## Pre-Visit Activity

In 1790, Hampton Mansion was the largest house in the United States today it tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. How did the residents of Hampton Estate establish, express, and contest power?

This curriculum-based lesson plan is one in a thematic set on the Underground Railroad using lessons from other National Parks. Also are:

[New Bedford Whaling National Historical Park](#)  
Finding Freedom in New Bedford

To print individual documents in this set right click the name in the bookmark on left and select print pages.

Included in this lesson are several pages of supporting material. To help identify these pages the following icons may be used:



To indicate a Primary Source page



To indicate a Secondary Source page



To Indicate a Student handout



To indicate a Teacher resource



[Hampton National Historic Site](#) tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. It is also the story of the economic, legal, and moral changes that made Hampton’s way of life obsolete.

When it was finished in 1790, Hampton Mansion was the largest house in the United States. Set among beautifully landscaped grounds and gardens, it remains a showplace today.

### Enduring Understanding

People derive power from multiple sources and express it in a variety of ways. The balance of that power is repeatedly contested and always shifting.

### Essential Question

What are the various types of power that can be established, expressed, and contested?

#### Content

##### Objective/Outcomes

The students will:

- Describe some of the human relationships on plantations in 18th- and 19th-century America.
- Describe different types of power that can be established, expressed and contested.

#### Language

##### Objective/Outcomes

The students will:

- Use primary sources to gain information.
- Demonstrate active listening skills and contribute relevant comments.
- Listen to, read, and discuss texts that present diversity in content, culture, and perspective.

## Teaching/Learning Sequence

### Launch:

Have students tell about a time when they felt powerless. Perhaps they can recall a time when they were not allowed to do something they really wanted to do, such as stay up late, or when they were forced to do something they did not want to do, such as take bad-tasting medicine. Ask them how these situations made them feel.

Have students discuss ways they could have gained more control/power in those situations. Perhaps they could have negotiated; for example, they could have offered to do an extra chore in exchange for what they wanted. Have students discuss ways people contest power when they feel powerless. Have students discuss the consequences of these actions.

Divide the class into groups of four. Have each group brainstorm a list for the following question:

“Who are some powerful people in today’s society?”  
(This list could include specific people or general categories.)

Have students reconvene as a class to share their answers and discuss the following:

What are some possible reasons why these people are powerful?  
(money, political power, etc.)

What factors give you power?

How powerful are you in comparison to the people we have listed?

Have students discuss the following question:

Imagine that the principal of the school commanded you to do something that you really did not want to do. What could you do about the situation?

## Exploration:

### Position of Power

Display the attached diagram of Hampton Estate to students.

Ask students the following:

Who do you think is the most powerful person in this diagram?  
Where does this person live in relation to others on the estate?

Distribute the “KWL” chart.

Ask the following questions and have students document what they know and want to learn about the following:

What is a slave?  
What is an indentured servant?  
What is a freeman?  
What was the job of the master?  
What was the job of the overseer?

Have students read “Power at Hampton Estate.” Then, as a class, discuss any questions students have about the social structures at Hampton Estate.

For further information, visit [www.nps.gov/hamp](http://www.nps.gov/hamp). Print out any resources that might enhance student understanding..

### Didy’s Diary

Eliza Ridgely, known as Didy, was the oldest daughter of John Carnan Ridgely, the third master (owner) of Hampton, and his wife Eliza Ridgely, mistress of the estate. Didy was born on October 28, 1828. She kept a diary in which she wrote about everyday life on the plantation, describing events like her 13th birthday. Didy’s diary also includes a list of Christmas gifts given to the slave children over the years. She died in 1894, having lived through the immense changes the Civil War brought to her family, changes she also captured in her diary.

Have students work in small groups, using Didy’s diary to answer the following questions on the Student Answer Sheet.



### 1. In what places did Didy live?

Didy lived most of the year in their large townhouse in Baltimore. On weekends, holidays, and during the summer, she and her family often returned to Hampton. She also boarded at Madam Bujac's school.

### 2. What are some of the similarities and differences between your life today and Didy's life in the 1840s?

Similarities: Didy went to school and took French lessons and dancing lessons. She played with her friends, enjoyed toys like hoops and Ball Graces, and threw snowballs. She bought gifts for her relatives. A doctor gave her pills and other medicines for an illness. She teased her friends. The family had a pet.

Differences: Didy boarded at Madam Bujac's school in Baltimore. Didy and her family lived with enslaved African-Americans. Some of the games she played are unfamiliar today, such as Ball Graces (an 18th-century game). Her birthday is only mentioned in the last line of her diary entry for October 28. Didy's pet was a squirrel, but there were also dogs at Hampton. The types of medicines and treatment of illnesses were different from what we are used to today. Illness was a constant worry for parents in the 1800s. Only two of the five children born to Didy's parents lived to adulthood.

### 3. Didy grew up alongside an enslaved African-American workforce. What can you tell about her attitude towards slavery from her diary entries?

The servants (as the Ridgelys called the people who worked for them) were part of Didy's life. She grew up with the expectation that she would be in charge of people. On October 25, "Tom the servant" carried a basket with her books. The entry of June 12 demonstrates Didy's idea of how to dispense justice. Hampton's documents and records are those of the Ridgely family. Didy's diary documents a child's perspective that could well have changed over the years. We cannot learn of her attitudes from the enslaved workforce at Hampton, most of whom could not read or write and therefore were unable to record events in their lives.

### 4. How may the entries of January 2 and June 12 be examples of two different perspectives of the same event?

There are not many documents that shed light on the life of enslaved African Americans at Hampton, so our interpretation of Didy's diary entries are just tentative assumptions. The January 2 entry suggests some of the children liked having the Lord's Prayer

explained to them, while some may have been intimidated by Didy and her friends, some may have felt resentful and condescended to, and others may have been pleased and proud of their thoughtful mistress. In the entry of June 12, we have no idea if Didy actually explained the "rules" before the children were punished for breaking them.

### **Assessment:**

Have students revisit the "KWL" chart and discuss what they have learned.

### **Power at Hampton Estate**

The Ridgely family was a very wealthy family. Their large mansion house at Hampton showed off their great wealth and power to all who visited. They served lavish meals and threw huge parties which could include over 300 guests! By the early 1800s the Hampton estate included 25,000 acres of land, with grain crops, beef cattle, racing horses, and even an ironworks. The Ridgely family lacked nothing. One Ridgely even became Governor of Maryland. Not only did the family have lots of money, they had political power as well.

Keeping such a large estate running smoothly took a lot of people, many of whom worked behind the scenes. In the 1700s, many of these people were indentured servants who had left England or Ireland without the money to pay for passage on a ship. The ship owner paid their fare, Mr. Ridgely paid the ship owner, and the immigrants would then work for the Ridgelys until the ship's fee was paid off. This process could take anywhere from four to six years. The Ridgelys also used a special kind of indentured servant: people who had been found guilty of crimes in England and therefore had been sent to the colonies as punishment. They usually had to work for the Ridgely family for seven years to pay off their debt. Once a debt was paid, the servants were free to leave. They usually received a small sum of money when they were released.

The Ridgelys had contracts with the servants (including convicts). The contracts stated that the Ridgely family had to provide their servants with housing, food, clothing, and washing facilities. Eventually the use of indentured servants became less

practical. The Ridgely family needed workers. By the beginning of the 1800s, Hampton Estate was staffed almost entirely with enslaved workers.

The use of slaves at Hampton was nothing new. Slavery existed in Maryland even before the house was built. In fact, enslaved people helped to build Hampton Mansion. Slaves and indentured servants differed in several ways. First, most indentured servants were single men living together in groups, while many of the slaves were women living in family groups on the property. A second difference was that, because of the color of their skin, black slaves had no legal rights. Third, and most important, they were enslaved for life.

Hampton's slaves were involved with every aspect of the plantation. They worked the iron forges, cultivated the crops, and took care of the livestock. They provided all of the support needed in the mansion house, including all of the cooking and cleaning, as well as caring for the Ridgely children.

While the Ridgely family certainly had a say in how things were run on the plantation, a hired overseer actually ran the day-to-day operations. His job was to make sure the enslaved workers did what the Ridgely family wanted them to do. The overseer answered directly to the Ridgely family. He was praised when things ran well and blamed when things went wrong. An overseer's job could be difficult. At some plantations, overseers did not stay longer than a year before moving on.

Everyone at Hampton Estate had a role in the social structure. The Ridgely family ran the plantation and helped to run the larger community as well. They held a great deal of power. The workers on the plantation were expected to follow orders. However, they exercised power in their own ways. A field hand might pretend to be sick in order to miss out on a morning's worth of work. Another worker might try to run away to gain his freedom. A house slave might work hard to take good care of the children so that those in power would think highly of her, take good care of her, and assure her place in the house.

The overseer had his own decisions to make regarding power. Should he use physical force to get the slaves to follow orders, using such tools as whipping and beating? Should he use gentle persuasion and kindness? Which approach would get him better

results? If he used the whip, would the slaves be frightened into working, or would they be more likely to run away?

Power structures and the use of power on a plantation were not absolute. Workers had their own ways of exercising power in spite of the seemingly overwhelming power of the Ridgely family. The Ridgely family, in order to maintain power and control over their estate, kept a watchful eye on the power struggles of their workers.

## *Social Studies*

### **Connections to Curriculum Standards:**

#### **SOCIAL STUDIES**

1.0 Content Standard: Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

2.0 Content Standard: Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.

6.0 Content Standard: Social Skills and Processes: Students shall use reading, writing and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

## *Reading/ English Language Arts*

#### **READING/ELA**

Standard 2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

## Selections from Didy's Diary

### Monday 25<sup>th</sup> October 1841 [Baltimore House]

I got up early as this was the day I was to go to school and stayed in the parlor writing until breakfast was ready. After breakfast Aunt Henrietta Matilda put up my hair and then Aunt Eleanora and Aunt Maria went up to Madam Bujac's [school] with me. Tom the servant went too carrying a basket with my books. We went in and Madame Bujac took me into the school room and Miss Thayer asked me what books I had learnt in. I showed her and she gave me some grammar to learn... Then I went back to the schoolroom and a little while afterward I went with the other girls up stairs to take lessons in drawing and when this was done, school was out but I went down into the schoolroom and went on learning my lesson as I did not know any of the girls... I went into the dining room to Madam Bujac who heard me my phrases and made me read French and translate. Then I went back to the schoolroom and soon afterwards school was out. I began to run in the garden after Blance Bujac and Agnes Riddle and while we were running about Tom came and told me that the carriage was waiting for me.

### Thursday 28<sup>th</sup> October 1841 [Baltimore house]

[My friend Lizzy] came out and said her mother had given her permission for her to walk with me. Brother Charles and Lewis Wilson came with us too. We went up to a toyshop up market street and bought a tiny doll for my little cousin Mary Ridgely. When I came home I had a lecture from my aunts Julianna Henrietta and Eleanora for walking so late in the streets. They said that drunken people might insult us and told us a story of some ladies that were walking in the streets at night and some men insulted them. Then Miss Priscilla Pue who spent the evening with us said a few things to us about it. After a while we had supper and after supper went to bed. This day I am thirteen years old.

### Thursday 4<sup>th</sup> November 1841 [at school]

I was awakened by Miss Thayer who got up earlier than any of the girls. I rose and dressed and went down to the schoolroom where I read and learned my lessons until breakfast and then the lessons passed as usually and we took a dancing lesson today. Out of school hours I trundled hoop and wrote. After dinner we had a very long [time to] play and after that we finished our French lessons and then school was out and I began to play and write.

### Sunday 2<sup>nd</sup> January 1842 [at Hampton]

Today I did not go to Epson Chapel on account of my cold and Lizzy Evans did not go either but Mary and the boys went. While they were gone, Lizzy and I went all about and stayed some time in the two greenhouses where we got some oranges and lemons. When Mary and the boys came home we had a great deal of fun in the hall with snowballs... After dinner we finished our sermon and we then had ten of the colored children, namely Joe, Jem Pratt, Jem Gully, Alfred, Hester, Caroline, Eliza, Amanda, Priscilla, and little Harriet Harris brought up into the ladies room where we taught them to say the Lord's Prayer after us and heard those that knew it, say it and then explain it to them all. After their dismission [sic], we went down to tea. After prayers we went to bed.

### Thursday 20<sup>th</sup> January 1842 [at Hampton]

In the morning I had a fever and all night too and little Julia Maria was discovered to have the hooping [sic] cough. Mrs. Brown came in and said after looking at me that I had the scarlet fever. Dr. Marsh came and gave me a dose of rhubarb and magnesia. I stayed in bed all day. Aunty read to me and I had an orange and some grapes.

**Monday 31<sup>st</sup> January 1842 [at Hampton]**

I came downstairs early after breakfast and Dr. Marsh when he came to see me as usual, said that as my cough continues so long I must be leeches and take some pills. Soon after he had gone I finished the first volume of the Scottish history.

**Sunday 12<sup>th</sup> June 1842 [at Hampton]**

I did not wake early this morning nor did Lydia, but when we dressed we went down stairs, and after breakfast we went over to Towsentown's little Chapel to church in the carriages. When we came back we went for Bunny [the pet squirrel] and brought him down stairs after playing with him till dinner bell. After dinner we all set out to the cherry trees to see which were ripe. There were none ripe but Kentish and white cherries so we got Harriet, Hester, Caroline, Eliza, [and] Augustus our little colored servants down to the trees and made Caroline and Eliza pick up the cherries while Harriet, Hester, and Augustus climbed the trees and threw them down to us. We put the cherries in little Johnny Hughes' hat and then divided them between us four, giving some to the little servants. We had made it a rule that whoever of them thought proper to eat cherries up the trees or on the ground should be sent up to the house without any afterwards so I having caught Eliza, and Johnny thought he saw Harriet eating, so I punished them afterward by not giving them but half as much as the others when we divided them. We then employed ourselves running about till it was too late to be out and eating different kinds of fruit strawberries raspberries gooseberries cherries and black and white currants at night we staid [sic] in the hall and sitting on the leopard skins we discussed a great many things and had a great deal of fun plaguing Johnny about Pussy otherwise Fanny Evans, who he was not even acquainted with.

*(Ridgely-Stewart Papers, MS.716 Box 6. Manuscript Department, with permission from Maryland Historical Society Library.)*





## **Didy's Diary**

### Student Answer Sheet

Didy was thirteen years old when she began this diary. It is a window into the lives of the family that owned Hampton as well as a look at the lives of the people who worked here.

Read the selections from Didy's diary and answer the questions below.

1. In what places did Didy live?
2. What are some of the similarities and differences between your life today and Didy's life in the 1840s?
3. Didy grew up alongside an enslaved African-American workforce. What can you tell about her attitude towards slavery from her diary entries?
4. How may the entries of January 2 and June 12 be examples of two different perspectives of the same event?



## KWL Hampton National Historical Site

**Directions:** Read the list of topics on the left. Complete the first column (“K”) by writing things you know already about each topic, and complete the “W” column with what you would like to learn. At the end of the activity, document what you have learned by filling in the final (“L”) column.

	K	W	L
Slaves			
Indentured Servants			
Freeman			
Master			
Overseer			



# Hampton Mansion: Power Struggles in Early America

National Park Service  
U.S. Department of the Interior

Hampton National Historic Site



## Post-Visit Activity

In 1790, Hampton Mansion was the largest house in the United States today it tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. How did the residents of Hampton Estate establish, express, and contest power?

This curriculum-based lesson plan is one in a thematic set on the Underground Railroad using lessons from other National Parks. Also are:

[New Bedford Whaling National Historical Park](#)  
Finding Freedom in New Bedford

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[Hampton National Historic Site](#) tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. It is also the story of the economic, legal, and moral changes that made Hampton’s way of life obsolete.

When it was finished in 1790, Hampton Mansion was the largest house in the United States. Set among beautifully landscaped grounds and gardens, it remains a showplace today.

### **Enduring Understanding**

People derive power from multiple sources and express it in a variety of ways. The balance of that power is repeatedly contested and always shifting.

### **Essential Question**

What are other historical examples of how people have established, expressed, and contested power?

<b>Content Objective/Outcomes</b>	<b>Language Objective/Outcomes</b>
<p>The students will:</p> <ul style="list-style-type: none"><li>• Compare/contrast historical examples of how people establish, express, and contest power.</li><li>• Make connections between and among ideas.</li><li>• Compare information from a variety of sources.</li></ul>	<p>The students will:</p> <ul style="list-style-type: none"><li>• Discuss reactions to and ideas/information gained from reading experiences with adults and peers.</li><li>• State and support main ideas and messages.</li></ul>

## Teaching/Learning Sequence

### Launch:

As a class, have students brainstorm examples of institutions or relationships where power is a central theme. (Possible answers: workplace, family life, military, church, clubs, etc.)

Ask students:

How are these power relationships the same or different from those on a plantation or estate?

It might be necessary to discuss the elements of power relationships (for example, income, age, gender, job title, etc.) in today's society.

### Exploration:

Distribute copies of the articles and information about labor union movements in America. Have students read the translations of the articles.

Using the discussion questions, have the students complete the chart and assessment on the handout "The Power of More." Students should work in pairs.

### Assessment:

Have students write a paragraph or two in response to the following:

*How and why did groups of free-workers organize? In contrast, why would it be more difficult for enslaved workers at Hampton to organize and establish power?*

### Overarching Assessment:

From the perspective of the overseer, write a paragraph describing how power was established, expressed, and contested on a plantation or estate in pre-Civil War America.

## Connections to Curriculum Standards:

### *Social Studies*

#### SOCIAL STUDIES

2.0 Content Standard: Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.

6.0 Content Standard: Social Skills and Processes: Students shall use reading, writing and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.



## Labor Union Articles

Click on the following links to reach printable PDF documents of *New York Times* articles.

LABOR MOVEMENTS.; Strike of Shoemakers in Williamsburg. Plasterers' Strike.  
January 21, 1870, Page 8

[http://query.nytimes.com/mem/archive-free/pdf?\\_r=1&res=9A00E0DC163BE63BBC4951DFB766838B669FDE](http://query.nytimes.com/mem/archive-free/pdf?_r=1&res=9A00E0DC163BE63BBC4951DFB766838B669FDE)

LABOR MOVEMENTS.; Coopers' Union, No. 6. Knights of Saint Crispin. Meeting of Bricklayers.  
Organization of a Plumbers' Union.  
May 14, 1869, Page 8

<http://query.nytimes.com/mem/archive-free/pdf?res=9C0DE1D9123AEF34BC4C52DFB3668382679FDE>

The Eight-Hour Labor Movement In Chicago.  
May 3, 1867, Page 1

<http://query.nytimes.com/mem/archive-free/pdf?res=9C03E2DB103AEF34BC4B53DFB366838C679FDE>

## Translations for Labor Union Articles

### *“The Eight-Hour Labor Movement in Chicago”*

Workers in many manufacturing and other businesses shut down operations. They refused to work until their employers shortened the workday. Most employees demanded 10 hours' pay for 8 hours' work. Some wanted an eight-hour day and were willing to take the pay cut. Those workers who had left work upset others trying to get to work. About five hundred men gathered in the neighborhood of the Chicago, Burlington and Quincy Railroad shops. They planned to close the businesses with a 10-hour work day. They first approached King & Brothers lumber yards. They did close its doors. Goss and Phillips planing mill was also closed. When they approached Dillon's Lumber Yard, they were met by police. The police turned the mob back. They visited other establishments, but nothing serious happened.

### *“Labor Movements”*

#### *Coopers Union, No. 6*

Members of the United Cooper's Society, No. 6, met last night. Mr. P.H. Herlehy ran the meeting. The members discussed the case of a man who used to belong to Branch No. 4 but who had not been involved for 18 months. He now wanted to join the No. 6 branch. The discussion almost turned into a fight. The man decided to pay his back dues and entry money and remain with his first branch.

#### *Knights of Saint Crispin*

Lodge Number 69 of the labor organization held a meeting last night in the 193 Bowery. Members talked about the progress they were making against the bosses. Several shops said they would pay Lodge members a higher pay. Others are ready to talk to come up with a new payscale.

#### *Meeting of Bricklayers*

The Operative Bricklayer's Protective and Benevolent Society No. 2 met at Demlit Hall. Mr. Richard Matthews ran the meeting. Delegates to the union were elected, proposed changes to the bylaws were discussed, and new members were admitted. Other routine business was also handled.

#### *Organization of a Plumbers' Union*

A group of plumbers met last night at Putnam Hall. They formed a union. It will be called the Journeymen Plumbers' Protective Society. Officers for the union were elected.

### *Strike of Shoemakers in Williamsburg*

The employees of a shoe manufacturing firm went on strike yesterday morning, because their labor organization told them to. They belong to a group known as the Knights of St. Crispin. Their demands were met before the work day was over. They had complained that the company wanted them to make shoes for two cents less per shoe than they got paid. When the strike was announced, Mr. Stumpfler found other employment for his men.

### *Plasterers' Strike*

The strike was ordered by the Operative Plasterers' Association of Brooklyn. It started on time yesterday. The bosses immediately gave in. The coopers in other cities are still striking. They will do this until they receive the promise that their pay will not go below \$3 per day.

### **Vocabulary**

Dues: membership fees

Grievance: a complaint

Strike: a work stoppage by employees in support of demands made upon their employer

Union: a group of workers who together strive to attain better working conditions

## Labor Unions in America

Throughout United States history, workers have been an important part of the nation's economy. As early as the 1600s, craftsmen arrived from Europe to provide the new nation with needed goods. These workers often joined together to protect their jobs.

Starting in the early 1800s, large factories were built in America. More and more people spent their days working in mills. These workers had little control over their jobs. Their work and working conditions were determined by a large company. Eventually groups of workers joined together to fight for better working conditions. These groups were called "unions." A union is an organized group of workers who join together to achieve common goals such as shorter work days, higher pay, and safer machines.

Over time, various unions have joined together to form federations. A federation is a group of related unions who together fight for better working conditions for all.

Before the formation of unions, workers typically had little power in the workplace. Most of the power rested with the employer. Anyone who questioned or protested the way employees were treated could be fired. However, unions enabled workers to have a say in their workplace, to protest working conditions without fearing they would be fired. Confronted with the power of all of the workers together, employers were forced to give up some of the power they once held.



## The Power of More

### A Look at Labor Movements and Slavery

Directions: After reading the articles on labor movements, answer the following questions with a partner.

What does it mean for workers to go on strike? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why might workers go on strike? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do you think that it is important for a lot of workers to join together to go on strike?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which do you think is more powerful: the boss of a large manufacturing company, or 200 workers joining together as one? Explain your choice. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Explore the similarities and differences between labor movements and slavery by completing the chart below.

A Comparison of Labor Unions and Slavery

<b><u>Slavery</u></b>	<b><u>Similarities</u></b>	<b><u>Labor Unions</u></b>

**Assessment:**

On a separate sheet of paper, answer the following question in paragraph form. In American history, how did groups of workers organize against those who had power over them? Be sure to include information about both slavery and labor unions. Use the chart you completed to help you write your paragraph.

# Hampton Mansion: Power Struggles in Early America

National Park Service  
U.S. Department of the Interior

Hampton National Historic Site



## Journey 1: Traveling the Underground Railroad

In 1790, Hampton Mansion was the largest house in the United States today it tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. How did the residents of Hampton Estate establish, express, and contest power?

This curriculum-based lesson plan is one in a thematic set on the Underground Railroad using lessons from other National Parks. Also are:

[New Bedford Whaling National Historical Park](#)  
Finding Freedom in New Bedford

To print individual documents in this set right click the name in the bookmark on left and select print pages.

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To Indicate a Student handout



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[Hampton National Historic Site](#) tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. It is also the story of the economic, legal, and moral changes that made Hampton’s way of life obsolete.

When it was finished in 1790, Hampton Mansion was the largest house in the United States. Set among beautifully landscaped grounds and gardens, it remains a showplace today.

### **Enduring Understanding**

People derive power from multiple sources and express it in a variety of ways. The balance of that power is repeatedly contested and always shifting.

### **Essential Question**

How could the promise of liberty motivate a person to challenge existing power structures in order to seek freedom?

#### **Content**

##### **Objective/Outcomes**

The students will be able to:

- Describe the impact of escape—or threat of escape—on power relationships by investigating the workings of the Underground Railroad.
- Explain what is not directly stated in the text by drawing inferences.
- Interpret information from primary and secondary sources.

#### **Language**

##### **Objective/Outcomes**

The students will be able to:

- Use strategies to demonstrate understanding of text.
- Read critically to evaluate information.

## Teaching/Learning Sequence

### Launch:

What was the Underground Railroad?

Read the following short narratives to your class.

*Johnny lived with his mom in a small apartment. Money was tight, and food was scarce even when mom worked. Lately, though, mom had been sick and couldn't work. It had taken all of her money to pay the rent this week. Johnny had never been so hungry. He went to the grocery store, and when no one was looking, he snuck a loaf of bread into his coat. He and his mother would eat tonight.*

*The whip came down on George's back for the tenth time. His back was cut and bleeding. This was his punishment for eating an apple. All of the apples were supposed to go up to the "Big House" for the plantation owner's family. George saw Toby looking at him from the side of the house. It had been Toby who had eaten the apple, but George couldn't let them whip Toby, who was only seven years old. George had lied and said that he had found the apple on the ground and eaten it himself. The whip came down again.*

*Sam packed his bags in the dark. He was careful not to make any noise. If his parents heard him, they would stop him from leaving. Sam was just fourteen years old. His parents were Tories-- supporters of the British. Sam wanted to join the patriots and fight for his country's freedom. He slung his bag onto his back, picked up his musket, and walked out into the night.*

Ask students: What made the people in these stories act the way they did? What would make them lie, steal, or run away from home? Whom could they look to for help? Why would anyone help them? What would be the consequences if they got caught?

Explain that sometimes enslaved people would take great risks to escape. Read *If You Traveled on the Underground Railroad*, by Ellen Levine and Larry Johnson, to the class. This picture book provides a wealth of information on the Underground Railroad in a student-friendly manner. Discuss any questions that the students may have.

As a class, discuss the following: If you were a slave, would you risk escaping? Why or why not?

### Exploration:

Be a “History Detective”

Distribute copies of the “Thirty Dollars Reward” document and display the original to class. Divide the class into small groups and have them fill out the attached “History Detective” worksheet. When all groups have finished, discuss the conclusions that each group made.

Have the students “Think, Pair, Share” to explore the following question: What does this reward advertisement tell you about the value of slaves to the Hampton estate?

### Assessment:

Divide the class into groups. Each group will present a tableau on one aspect of slavery and the Underground Railroad. Students should create backgrounds and use props and costumes to illustrate their story. They can share their tableaux with other students and parents to tell the story of the Underground Railroad. Each group should write a short paragraph describing what they are representing.

Ideas to use:

Life in slavery

Escape—leaving your home

A perilous journey through the woods

Getting help from an agent on the Underground Railroad

Finding freedom!

**Tableau:** A still image, a frozen moment or "a photograph." It is created by posing still bodies and communicates a living representation of an event, an idea or a feeling  
(<http://www.vtheatre.net/acting/dict.html>)

### **Connections to Curriculum Standards:**

#### *Social Studies*

1.0 Content Standard: Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

2.0 Content Standard: Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.

6.0 Content Standard: Social Skills and Processes: Students shall use reading, writing and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.



## **“Thirty Dollars Reward”**

### **History Detectives**

**Directions:** Answer the following questions related to the “Thirty Dollars Reward” document.

1. What is this advertisement about?
2. What was the purpose of the advertisement?
3. Who do you think sent it to the paper?
4. Where did the man in the advertisement work?
5. What did he look like?
6. What was he wearing?
7. Where had he been before he came to the Ridgely family?
8. What rewards were being offered?



9. What assumptions can you make about this man and about his life?
  
10. In the space below, list any other observations you find significant about this advertisement.



## Thirty Dollars Reward

Ran away from the Northhampton Furnace in Baltimore County on Saturday night, the Twenty-third Inst, a Negro Man named Bateman, about Twenty one years of age, about six feet high, lusty & well made, rather of a yellow complexion, has had a cut on one of his knees & the scar is remarkably fresh, he is a well looking negroe, had on when he went away a dark olive coloured cloth coat with large yellow buttons full trim'd, striped cashmere vest blue & white, fustian overalls of an olive colour, new Hat holland shirt and good shoes & buckles, he formerly belonged to Maulden Amos in Harford County, whoever takes up and brings home said Negro if Ten miles from home shall receive Thirty shillings, if Twenty miles forty-five shillings, if Thirty miles, Three Pounds, if sixty miles Four Pounds, if one hundred miles Five Pounds, & if one hundred fifty miles the above reward and reasonable charges if brought home paid by Charles Ridgely.

20th April 1791

Charles Ridgely





# Thirty Dollars Reward

Ran away from the Northampton Turnace in Baltimore County on Saturday Night the Twenty third Inst. a Negro Man named Bateman, about Twenty one years of Age, about six feet high, lusty & well made, rather of a yellow complexion, has had a Cut on one of his knees & the Scar is remarkably fresh, he is a well looking Negro, had on when he went away a dark olive coloured Cloth Coat with large yellow buttons full trimmed, striped Cassimere vest blue & white, fustian overalls of an olive colour, new Hat hol: lound Shirt & good Shoes & buckles, he formerly belonged to Mauden Emos in Harford County, whoever takes up & brings home said Negro if Ten miles from home shall receive Thirty Shillings, if Twenty miles forty five Shillings, if Thirty miles Three Pounds, if forty miles four Pounds, if one hundred miles Five Pounds, if one hundred & fifty miles the above reward & reasonable charges if brought home paid by.

20<sup>th</sup> April 1791

Charles Ridgely

# Hampton Mansion: Power Struggles in Early America

National Park Service  
U.S. Department of the Interior

Hampton National Historic Site



## Journey 2: The Underground Railroad The Fugitive's Story



In 1790, Hampton Mansion was the largest house in the United States today it tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. How did the residents of Hampton Estate establish, express, and contest power?

This curriculum-based lesson plan is one in a thematic set on the Underground Railroad using lessons from other National Parks. Also are:

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[Hampton National Historic Site](#) tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. It is also the story of the economic, legal, and moral changes that made Hampton’s way of life obsolete.

When it was finished in 1790, Hampton Mansion was the largest house in the United States. Set among beautifully landscaped grounds and gardens, it remains a showplace today.

### **Enduring Understanding**

People derive power from multiple sources and express it in a variety of ways. The balance of that power is repeatedly contested and always shifting.

### **Essential Question**

How could the promise of liberty motivate a person to challenge existing power structures in order to seek freedom?

#### **Content**

##### **Objective/Outcomes**

The students will be able to:

- Explain the impact of the Fugitive Slave Act on fugitives and those who helped them.
- Describe how some fugitives escaped to the North with the help of the Underground Railroad.

#### **Language**

##### **Objective/Outcomes**

The students will be able to:

- Use strategies to demonstrate understanding of text.
- Read critically to evaluate information.

**Selected Sources for Slave****Narratives:**

Frederick Douglass—Narrative of the Life of an American Slave (Available at “Modern History Sourcebook,”

<http://www.fordham.edu/halsall/mod/DUGLAS11.html>.)

Benjamin Drew—Narratives of Fugitive Slaves in Canada (Available at “From Revolution to Reconstruction,”

<http://odur.let.rug.nl/~usa/D/1826-1850/slavery/fugitxx.htm>.)

**Teaching/Learning Sequence****Launch:**

Have students examine the attached map of the United States in 1850, coloring states where slavery was legal in one color, and states where slavery was illegal in another.

**States Where Slavery Was Legal**

Alabama	Mississippi
Arkansas	Missouri
Delaware	North Carolina
Florida	South Carolina
Georgia	Tennessee
Kentucky	Texas
Louisiana	Virginia
Maryland	

**States Where Slavery Was Illegal**

California	New Hampshire
Connecticut	New Jersey
Illinois	New York
Indiana	Ohio
Iowa	Pennsylvania
Maine	Rhode Island
Massachusetts	Vermont
Michigan	Wisconsin

Ask students to imagine that they are slaves in central Maryland planning an escape.

Ask them:

Where would you go? How would you get there?

Would living in a free state make you a free person?

What challenges could you expect once you had reached freedom?

**Exploration:****The Fugitive's Stories**

Divide the class into four groups. Give each group at least one of the Fugitive Slave Narratives below. Have each group complete the attached worksheet and discuss the answers with the rest of the class. Note: Some groups may not be able to answer all of the questions, depending on which narratives they examine.

**The Fugitive Slave Law**

In 1850 Congress passed the Fugitive Slave Law. The law stated that any federal marshal who did not arrest an alleged runaway slave could be fined \$1,000. Anyone suspected of being a runaway slave could be arrested without warrant and turned over to a claimant on nothing more than his or her sworn testimony of ownership. A suspected slave could not ask for a jury trial nor testify on his or her own behalf.

Any person aiding a runaway slave by providing shelter, food, or any other form of assistance was subject to six months' imprisonment and a \$1,000 fine. Officers who captured a fugitive slave were entitled to a fee, an incentive that encouraged some officers to kidnap free blacks and sell them to slave-owners.

Prior to the Fugitive Slave Law, some states had passed laws saying that their law enforcement personnel did not have to assist anyone who was trying to re-capture a fugitive. Freedom-seekers felt safe in these areas, as many would protect them from the "slave catchers" sent from the south. With the passage of the Fugitive Slave Law, escaped slaves were no longer safe anywhere in the United States.

### Activity

Divide the class in half. Each group will write a short newspaper editorial about the Fugitive Slave Law from a different point of view. One half will write from the point of view of a plantation owner in support of the Fugitive Slave Law. The other half will write against the Fugitive Slave Law from the point of view of an escaped slave now living in the North. The following questions can be used to guide students' writing.

What was the purpose of this law?

What individuals or groups of people gained the most power from this law? Who lost power?

What impact do you think this legislation might have had on the relationship between Northern and Southern states in 1850?

What impact do you think it had on slaves who were running away?

What impact might it have had on slaves who had already escaped to the North?

### Assessment:

Have students work in small groups to write a "Choose Your Own Adventure" type of story about a runaway slave in 1851, using their knowledge of the Fugitive Slave Law and discussions of slave narratives. Students should create at least five different choices for readers to make, and they should include the risks taken by all those using and assisting with the Underground Railroad. The students will have to decide how many paths lead to freedom, and how many lead to capture. Their stories will need to include the consequences of capture and the costs/benefits of reaching freedom.

### **Connections to Curriculum Standards:**

#### ***Social Studies***

1.0 Content Standard: Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

2.0 Content Standard: Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.

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## Fugitive Slave Narratives

How did this individual feel in the time approaching his escape?

Who/what was he leaving behind?

What did he risk if he got caught?

Who helped him along their way?

What was his destination?



## Slave Narratives

### 1) Excerpts from *Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself*

“I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. While in this state of mind, I was eager to hear any one speak of slavery. I was a ready listener. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. It was always used in such connections as to make it an interesting word to me. If a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did any thing very wrong in the mind of a slaveholder, it was spoken of as the fruit of abolition... From this time I understood the words abolition and abolitionist, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves. The light broke in upon me by degrees. I went one day down on the wharf of Mr. Waters; and seeing two Irishmen unloading a scow of stone, I went, unasked, and helped them. When we had finished, one of them came to me and asked me if I were a slave. I told him I was. He asked, “Are ye a slave for life?” I told him that I was. The good Irishman seemed to be deeply affected by the statement. He said to the other that it was a pity so fine a fellow as myself should be a slave for life. He said it was a shame to hold me. They both advised me to run away to the north; that I should find friends there, and that I should be free. I pretended not to be interested in what they said, and treated them as if I did not understand them; for I feared they might be treacherous. White men have been known to encourage slaves to escape, and then, to get the reward, catch them and return them to their masters. I was afraid that these seemingly good men might use me so; but I nevertheless remembered their advice, and from that time I resolved to run away. I looked forward to a time at which it would be safe for me to escape. I was too young to think of doing so immediately; besides I wished to learn how to write, as I might have occasion to write my own pass. I consoled myself with the hope that I should one day find a good chance. Meanwhile, I would learn to write...

[Several years later...]

I thought the matter over during the next day, Sunday, and finally resolved upon the third day of September, as the day upon which I would make a second attempt to secure my freedom. I now had three weeks during which to prepare for my journey...

Things went on without very smoothly indeed, but within there was trouble. It is impossible for me to describe my feelings as the time of my contemplated start drew near. I had a number of warm-hearted friends in Baltimore,—friends that I loved almost as I did my life,—and the thought of being separated from them forever was painful beyond expression. It is my opinion that thousands would escape from slavery, who now remain, but for the strong cords of affection that bind them to their friends. The thought of leaving my friends was decidedly the most painful thought with which I had to contend. The love of them was my tender point, and shook my decision more than all things else. Besides the pain of separation, the dread and apprehension of a failure exceeded what I had experienced at my first attempt. The appalling defeat I then sustained returned to torment me. I felt assured that, if I failed in this attempt, my case would be a hopeless one—it would seal my fate as a



salve forever. I could not hope to get off with any thing less than the severest punishment, and being placed beyond the means of escape. It required not very vivid imagination to depict the most frightful scenes through which I should have to pass, in case I failed. The wretchedness of slavery, and the blessedness of freedom, were perpetually before me. It was life and death with me. But I remained firm, and, according to my resolution, on the third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind.

## 2) Excerpts from *Narrative of Henry Watson, a Fugitive Slave*

I have said, my hope for freedom had left me. I am wrong; it was suppressed only, and it grew stronger from being suppressed, for I had determined to be free whenever an opportunity should present itself. I had to be extremely careful in my deportment, more attentive if possible to my duty, so that there should be no suspicion that I had made up my mind to run away; for the slaveholder watches every movement of the slave, and if he is downcast or sad,—in fact, if they are in any mood but laughing and singing, and manifesting symptoms of perfect content at heart,—they are said to have the devil in them, which is the common term; and they are often whipped or sold for their supposed wicked intentions...

I spent all the rest of the morning...thinking of the hour [of my departure], waiting with impatience its approach, and yet dreading its coming; for I had seen so many slaves brought back, and witnessed the dreadful punishment they had received for attempting to get their freedom, that I shuddered at the consequences of detection. The hour at last arrived. My friend had not returned, and I started for the ship; but, as I came in sight of it, my courage forsook me. I feared that I should not be able to appear manly and fearless. Had I not been brought under the lash of the white man? Had not everything of a manly nature been beaten out of me? Had I not been taught that I was a slave,—that I was ever to remain a slave?... I paused for a moment; and the thought of freedom—delicious freedom—came rushing over me, and filled my soul with pleasure, and I determined to persevere...

Thus twenty-six years, the prime of my life, had passed away in slavery, I having witnessed it in all its forms; and I can with safety say, that there is not good in it; and I can never hear any person apologizing for it without pronouncing them to be meddling with that they know nothing of.

## 3) Benjamin Drew, *Testimony of the Canadian Fugitives* (ca. 1850) Testimony of Harry Thomas

Next morning, the master came for me, took me home, stripped me stark naked, made a paddle of thick oak board, lashed me across a pine log, secured my hands and feet, and whipped me with the paddle. His little boy saw it and cried,—he cursed him away,—his wife came,—he cursed her away. He whipped till he broke the paddle. After that, he took me to the house, and hit me with a hickory stick over the head and shoulders, a dozen times or more: then he got salt and water, and a corn cob, and scrubbed me. Then he sent me to water the hogs, naked as I was, in January. I ran into the woods, and went back to the same house, and the colored people gave me some old rags to keep me from freezing.



I recovered from that beating, and at length ran away again, because he refused to let me go to see my friends. I was caught by a colored man, who took me to my master's step-father's,—he whipped me till he was satisfied, then master came, and whipped me with a leather strap. I ran right off again; was caught and put in a potato house. After that I was put in the field to knock along the best way I could, but I was not able to work...

My master removed to Mississippi, taking me with him, the year before Gen. Jackson commenced fighting the Creek Indians. This big scar on my left cheek, I got in a runaway scrape...

I staid awhile, then ran away again,—then a man caught me, and another came with him home, who wished to buy me. I was a smart-looking boy—he offered one thousand dollars for me: master wouldn't sell. For running away, I received a hundred lashes on the bare back...

I ran away again—they caught me and put plough traces around my body, and put me to work hoeing cotton and corn. Not long after, they put on an iron collar...

At night, I dressed up and started off, steering by the north star. I walked seven hundred and fifty miles nights,—then, in Kentucky, I was betrayed by a colored man, and lay in jail fifteen months. I wouldn't tell them where I belonged. Then, under terror of the whip, I told them all about it...

I left him, proceeded north, was caught in Indiana, and taken to Evansville jail. They would not receive me there, and I was taken to Henderson, on the Kentucky side, and put in jail there. My owner put on handcuffs and locked me into the wagon besides with plough chains. I travelled three days thus in succession—he chaining me at night to his bedstead. On the third night, I was eating in the tavern kitchen where we stopped; I concluded to try for the North once more, I went out and hammered off my chains—found some assistance to get off my cuffs, and came on my way, travelling altogether nights by the north star, and lying by in the day. In Ohio, I found the best kind of friends, and soon reached Canada.

#### 4) Benjamin Drew, *Testimony of the Canadian Fugitives* (ca. 1850)

Testimony of William A. Hall

The overseer tied me to a tree, and flogged me with the whip. Afterwards he said he would stake me down, and give me a farewell whipping, that I would always remember. While he was eating supper, I got off my shoe, and slipped off a chain and ran: I ran, I suppose, some six hundred yards: then hearing a dog, which alarmed me, I climbed a hill, where I sat down to rest. Then I heard a shouting, hallooing, for dogs to hunt me up. I tried to understand, and made out they were after me. I went through the woods to a road on a ridge. I came to a guide-board in order to read it, I pulled it up, and read it in the moonlight, and found I was going wrong—turned about and went back, travelling all night: lay by all day, travelled at night till I came where Duck River and Tennessee come together. Here I found I was wrong,—went back to a road that led down Tennessee River, the way I wanted to go. This was Monday night,—the day before they had been there for me. A colored man had told them, "God's sake to tell me not to get caught, for they would kill me:" but that I knew before. I got something to eat, and went on down the river, and travelled until Saturday night at ten, living on green



corn and watermelons. Then I came to a house where an old colored man gave me a supper: another kept me with him three days. My clothes were now very dirty: I got some soap of a woman, and went to a wash-place, and washed my clothes and dried them. A heavy rain came on at daybreak, and I went down to the river for a canoe—found none—and went back for the day,—got some bread, and at night went on down the river; but there were so many roads, I could not make out how to go. I laid all day in a corn field...

At dark I got up and started on. It rained heavily. I went on to the town. I could discover nothing—the ground was black, the sky was cloudy. I travelled a while by the lights in the windows; at last ventured to ask the way, and got a direction for Springfield. After the rain the wind blew cold; I was chilled: I went into a calf-lot, and scared up the calves, and lay where they had been lying, to warm myself. It was dark yet. I stayed there half an hour, trying to get warm, then got up, and travelled on till daybreak. It being in a prairie, I had to travel very fast to get a place to hide myself. I came to a drain between two plantations, and got into it to hide. At sundown I went on, and reached Springfield, as near as I could guess, at 3 o'clock. I got into a stable, and lay on some boards in the loft.

When I awoke, the sun was up, and people were feeding horses in the stable. I found there was no chance to get out, without being discovered, and I went down and told them that I was a stranger, knowing no one there; that I was out until late, and so went into the stable. I asked them if there was any harm. They said "No." I thanked them and pursued my way.

I went to Wisconsin, and staid till harvest was over; then came to a particular friend, who offered me books. I had no money for books: he gave me a Testament, and gave me good instruction. I had worn out two Testaments in slavery, carrying them with me trying to get some instruction to carry me through life. "Now," said he, "square up your business, and go to the lake, for there are men here now, even here where you are living, who would betray you for half a dollar if they knew where your master is. Cross the lake: get into Canada." I thanked him for the book, which I have now; settled up and came to Canada.



# Hampton Mansion: Power Struggles in Early America

National Park Service  
U.S. Department of the Interior

Hampton National Historic Site



## Journey 3: The Underground Railroad Escape to Freedom



In 1790, Hampton Mansion was the largest house in the United States today it tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. How did the residents of Hampton Estate establish, express, and contest power?

This curriculum-based lesson plan is one in a thematic set on the Underground Railroad using lessons from other National Parks. Also are:

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[Hampton National Historic Site](#) tells the story of people—enslaved African Americans, indentured servants, industrial and agricultural workers, and owners. It is also the story of the economic, legal, and moral changes that made Hampton’s way of life obsolete.

When it was finished in 1790, Hampton Mansion was the largest house in the United States. Set among beautifully landscaped grounds and gardens, it remains a showplace today.

### **Enduring Understanding**

People derive power from multiple sources and express it in a variety of ways. The balance of that power is repeatedly contested and always shifting.

### **Essential Question**

How could the promise of liberty motivate a person to challenge existing power structures in order to seek freedom?

#### **Content**

##### **Objective/Outcomes**

The students will be able to:

- Draw from their investigations of Harriet Tubman and the Underground Railroad to describe the impact of escape—or threat of escape—on power relationships.
- Examine what they read in order to uncover deeper meaning.
- Interpret information from secondary sources.

#### **Language**

##### **Objective/Outcomes**

The students will be able to:

- Use strategies to demonstrate understanding of text.
- Read critically to evaluate information.



### Selected Sources for Slave Narratives:

Frederick Douglass—Narrative of the Life of an American Slave (Available at “Modern History Sourcebook,”

<http://www.fordham.edu/halsall/mod/DUGLAS11.html>.)

Benjamin Drew—Narratives of Fugitive Slaves in Canada (Available at “From Revolution to Reconstruction,”

<http://odur.let.rug.nl/~usa/D/1826-1850/slavery/fugitxx.htm>.)

## Teaching/Learning Sequence

### Launch:

Have students take five minutes to write down their thoughts about the following question:

*What does it mean to have freedom?*

Have students share some of their thoughts on freedom. As a class, discuss the following:

*If we did not live in a free society, how would our lives be different?*

### Exploration:

Discuss the fact that, prior to the abolition of slavery in the U.S., many enslaved people who desired their freedom tried to escape. One in particular was Harriet Tubman. Ask students to write down on a sticky note what they know or want to know about Harriet Tubman. Have students share what they wrote. Make two columns on the board: “What I think I know about Harriet Tubman” and “What I want to know about Harriet Tubman.” After the students share, have them stick their notes on the board under the appropriate heading.

Many books have been written about Harriet Tubman and the Underground Railroad, including picture books and chapter books. Have students read, or read aloud to them, an age-appropriate book about this remarkable woman. A list of titles follows.

In small groups, have students answer the following questions using the worksheet provided. Discuss the answers as a class.

1. What were Harriet Tubman’s motives for escaping and helping others to escape?
2. What other groups of people worked the Underground Railroad? Why did they get involved?
3. What generally happened when a slave was caught trying to escape?
4. What would likely happen to someone who was caught helping an escaped slave?

**Assessment:**

“Runaway to Freedom”

Give the students the following writing assignment:

Imagine you are a slave in Maryland. Harriet Tubman is rumored to be heading your way, and you have decided to join her to try to escape to the North. Write a first-person short story that describes your escape with Harriet Tubman. (First, complete the questions on the pre-writing worksheet.)

When students have finished a portion or their entire story, allow them time to share with classmates.

### **Connections to Curriculum Standards:**

#### ***Social Studies***

1.0 Content Standard: Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

2.0 Content Standard: Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.

6.0 Content Standard: Social Skills and Processes: Students shall use reading, writing and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.



## Harriet Tubman and the Underground Railroad

1. What were Harriet Tubman's motives for escaping and helping others to escape?
2. What other groups of people worked the Underground Railroad? Why did they get involved?
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4. What would likely happen to someone who was caught helping an escaped slave?



## **“Runaway to Freedom” Activity: Pre-Writing Questions**

Directions: Harriet Tubman is rumored to be heading your way, and you have decided to join her. Your assignment is to write a first-person short story that describes your escape with Harriet Tubman. Before you begin writing, answer the following questions to help you organize your thoughts.

1. Why are you running away?
  
  
  
  
  
  
  
  
  
  
2. What/whom are you leaving behind?
  
  
  
  
  
  
  
  
  
  
3. What might happen to you if you are caught?
  
  
  
  
  
  
  
  
  
  
4. Who will help you along the way?
  
  
  
  
  
  
  
  
  
  
5. Why would anyone take great risks to help you?
  
  
  
  
  
  
  
  
  
  
6. How do you feel upon reaching freedom?



### Books about Harriet Tubman

Carlson, Judy. Great Lives: Harriet Tubman, Call to Freedom. NY: Ballantine Books, 1989.

Ferris, Jeri. Go Free or Die, A Story about Harriet Tubman. Carolrhoda Books, Inc., 1988.

Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. Harper Trophy: 1996.